



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12491713  
SAU: MSAD 55  
School: Cornish Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

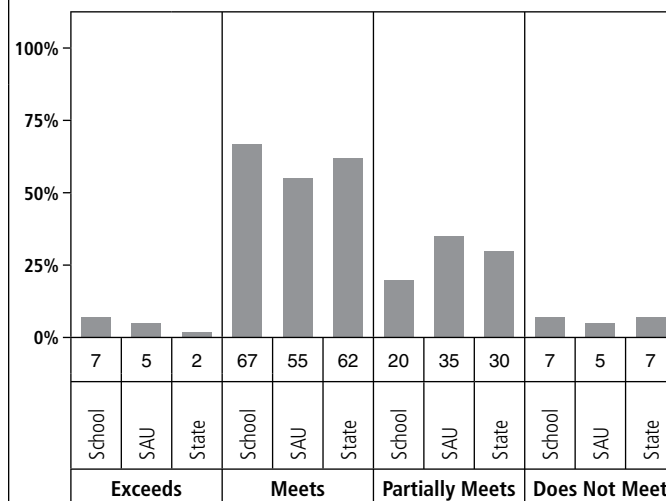
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: MSAD 55  
School: Cornish Elementary School

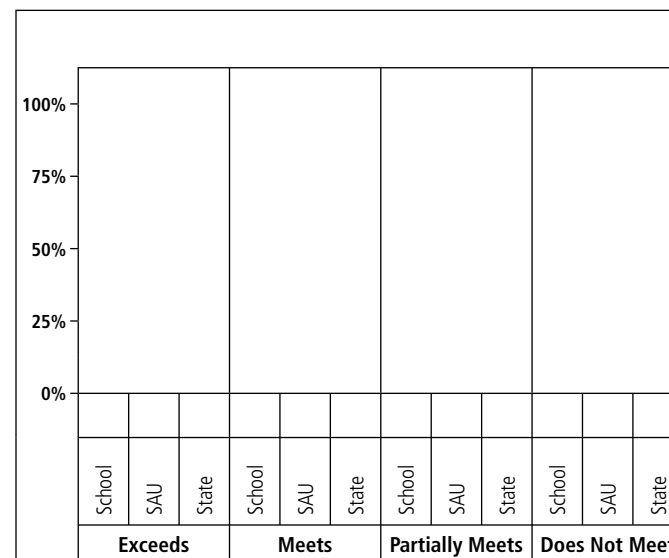
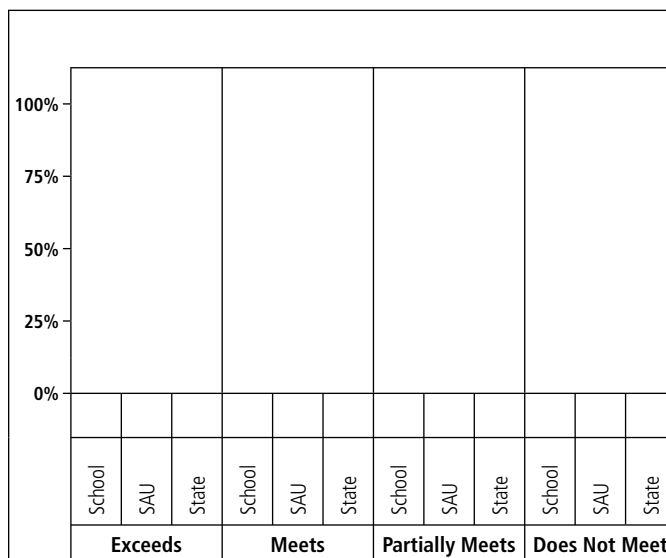
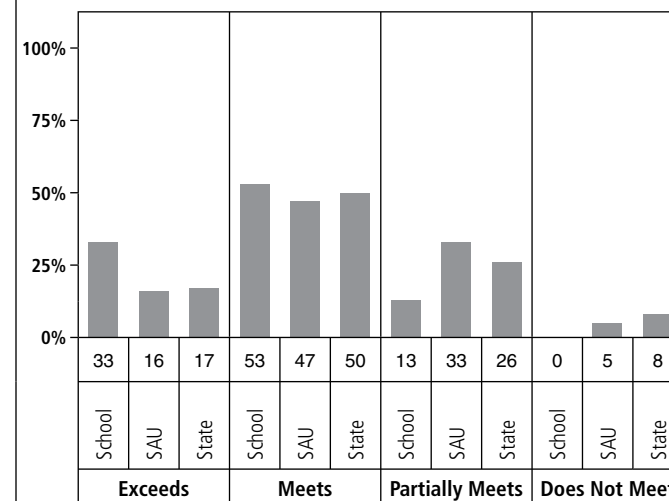
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	348	345	345
2006–2007	346	345	345
<b>2007–2008</b>	<b>346</b>	<b>346</b>	<b>344</b>
Cum. Avg. *	347	345	345
<b>Mathematics</b>			
2005–2006	349	342	344
2006–2007	352	346	347
<b>2007–2008</b>	<b>355</b>	<b>347</b>	<b>347</b>
Cum. Avg. *	352	345	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 55  
 School: Cornish Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	15	100	84	100	13803	100	15	100	84	100	13714	99	15	100	84	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	1	1	116	1	0	0	1	100	114	99	0	0	1	100	114	99												
Asian or Pacific Islander	0	0	1	1	210	2	0	0	1	100	205	98	0	0	1	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	15	100	82	98	12916	94	15	100	82	100	12846	100	15	100	82	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	3	20	18	21	2358	17	3	100	18	100	2333	99	3	100	18	100	2329	99												
Current LEP	0	0	1	1	371	3	0	0	1	100	357	96	0	0	1	100	361	98												
Economically disadvantaged	8	53	37	44	5584	40	8	100	37	100	5535	99	8	100	37	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	12	80	65	77	10650	77	12	80	65	77	10678	77												
Identified disability (PET/IEP)	1	8	6	9	475	4	1	8	6	9	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	1	2	83	1	0	0	1	2	85	1												
<b>Participation with accommodations</b>	3	20	18	21	2936	21	3	20	18	21	2911	21												
Identified disability (PET/IEP)	2	67	11	61	1735	59	2	67	11	61	1729	59												
LEP	0	0	1	6	197	7	0	0	1	6	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	33	6	33	986	34	1	33	6	33	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	123	1	0	0	1	1	121	1												
Identified disability (PET/IEP)	0	0	1	100	123	100	0	0	1	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 55  
School: Cornish Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	6	4	4	352	3
	2006-2007	0	0	2	2	332	2
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>227</b>	<b>2</b>
	Cum. Total*	2	4	10	4	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	13	76	55	60	8641	62
	2006-2007	18	78	67	68	8691	63
	<b>2007-2008</b>	<b>10</b>	<b>67</b>	<b>46</b>	<b>55</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	41	75	168	62	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	3	18	28	30	3671	27
	2006-2007	5	22	24	24	3781	27
	<b>2007-2008</b>	<b>3</b>	<b>20</b>	<b>29</b>	<b>35</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	11	20	81	30	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	5	5	1163	8
	2006-2007	0	0	5	5	1021	7
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>938</b>	<b>7</b>
	Cum. Total*	1	2	14	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	29.3	63.7	28.6	62.2	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.4	62.6	14.4	62.6	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.9	64.8	14.2	61.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 55  
 School: Cornish Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	15	1	7	10	67	3	20	1	7	346	83	5	55	35	5	346	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	0										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	15	1	7	10	67	3	20	1	7	346	81	5	56	36	4	346	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										17	0	24	65	12	340	2210	0	32	48	20	338
No	12	1	8	10	83	1	8	0	0	349	66	6	64	27	3	347	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										1						348	1	36	45	19	339
No	15	1	7	10	67	3	20	1	7	346	82	5	56	35	4	346	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	8	1	13	3	38	3	38	1	13	344	36	6	44	39	11	344	5450	1	49	39	11	341
No	7	0	0	7	100	0	0	0	0	349	47	4	64	32	0	347	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	15	1	7	10	67	3	20	1	7	346	83	5	55	35	5	346	13581	2	62	30	7	344
<b>Gender</b>																						
Female	9	1	11	6	67	2	22	0	0	349	54	7	57	33	2	347	6567	3	65	27	5	345
Male	6	0	0	4	67	1	17	1	17	343	29	0	52	38	10	343	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										15	0	20	80	0	340	2004	0	37	49	14	339
No	13	1	8	8	62	3	23	1	8	347	68	6	63	25	6	347	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										1						125	11	87	2	0	355
No	15	1	7	10	67	3	20	1	7	346	82	4	56	35	5	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 55  
School: Cornish Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	0	50	50	334	6	0	43	39	18	340
B. less than one hour	100	1	7	10	67	3	20	1	7	346	73	5	59	33	3	346	79	2	65	28	5	345
C. one to two hours	0										23	6	61	33	0	347	12	2	60	31	7	344
D. more than two hours	0										3	0	0	50	50	335	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	27	0	0	4	100	0	0	0	0	348	25	10	50	40	0	347	29	3	62	28	7	345
B. They match some of what I have learned.	67	1	10	6	60	3	30	0	0	347	51	5	63	27	5	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	7	0	0	0	0	0	0	1	100	330	18	0	57	36	7	344	15	1	56	34	9	343
D. There is no match.	0										6	0	20	60	20	338	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	47	0	0	6	86	1	14	0	0	348	41	9	63	22	6	348	42	3	67	24	6	346
B. good	47	1	14	4	57	1	14	1	14	346	49	3	54	38	5	345	46	1	62	32	5	344
C. fair	0										9	0	57	43	0	346	10	0	48	42	10	341
D. poor	7	0	0	0	0	1	100	0	0	338	1	0	0	100	0	338	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	13	0	0	1	50	1	50	0	0	344	34	0	56	41	4	345	22	1	48	38	12	341
B. about the same as my regular schoolwork	67	1	10	8	80	1	10	0	0	349	46	8	67	25	0	347	57	2	68	26	4	346
C. easier than my regular schoolwork	20	0	0	1	33	1	33	1	33	339	20	6	38	38	19	343	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	14	0	0	0	0	1	50	1	50	334	23	0	28	61	11	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	71	1	10	8	80	1	10	0	0	348	55	5	67	26	2	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	14	0	0	1	50	1	50	0	0	349	22	12	65	18	6	349	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	0	0	3	100	0	0	0	0	347	20	13	50	31	6	347	19	3	65	27	6	346
B. 20 minutes to an hour	53	1	13	4	50	3	38	0	0	345	68	4	59	33	4	346	47	2	68	25	5	346
C. less than 20 minutes	20	0	0	2	67	0	0	1	33	347	8	0	50	33	17	344	19	1	56	35	8	343
D. I rarely read at home.	7	0	0	1	100	0	0	0	0	350	5	0	50	50	0	344	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	13	0	0	2	100	0	0	0	0	349	13	0	60	30	10	345	28	1	56	33	9	343
B. six to ten pages	27	0	0	2	50	1	25	1	25	340	28	0	68	23	9	345	23	1	63	29	7	344
C. eleven or more pages	60	1	11	6	67	2	22	0	0	349	59	9	50	39	2	346	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										50	0	50	0	50	339						
B.	100	0	0	0	0	0	0	1	100	330	25	0	0	0	100	330						
C.	0										25	0	0	0	100	330						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 55  
School: Cornish Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	18	5	5	1295	9
	2006-2007	2	9	8	8	1985	14
	<b>2007-2008</b>	<b>5</b>	<b>33</b>	<b>13</b>	<b>16</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	10	18	26	10	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	10	59	43	47	6852	49
	2006-2007	16	70	53	54	6990	51
	<b>2007-2008</b>	<b>8</b>	<b>53</b>	<b>39</b>	<b>47</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	34	62	135	49	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	3	18	34	37	4081	29
	2006-2007	5	22	31	32	3673	27
	<b>2007-2008</b>	<b>2</b>	<b>13</b>	<b>27</b>	<b>33</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	10	18	92	34	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	6	10	11	1638	12
	2006-2007	0	0	6	6	1193	9
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	1	2	20	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.2	74.7	8.8	58.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.7	76.4	10.4	74.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	10.1	72.1	8.8	62.9	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 55  
 School: Cornish Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	15	5	33	8	53	2	13	0	0	355	83	16	47	33	5	347	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	0										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	15	5	33	8	53	2	13	0	0	355	81	16	46	33	5	347	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										17	6	35	53	6	341	2208	6	35	37	21	338
No	12	5	42	6	50	1	8	0	0	358	66	18	50	27	5	349	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										1						357	8	29	37	26	336
No	15	5	33	8	53	2	13	0	0	355	82	16	46	33	5	347	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	8	1	13	5	63	2	25	0	0	350	36	11	47	33	8	345	5452	9	45	33	12	343
No	7	4	57	3	43	0	0	0	0	360	47	19	47	32	2	349	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	15	5	33	8	53	2	13	0	0	355	83	16	47	33	5	347	13584	17	50	26	8	347
<b>Gender</b>																						
Female	9	3	33	4	44	2	22	0	0	354	54	17	43	35	6	346	6565	15	49	27	8	347
Male	6	2	33	4	67	0	0	0	0	356	29	14	55	28	3	350	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										15	13	20	53	13	341	2004	5	39	41	15	339
No	13	4	31	7	54	2	15	0	0	354	68	16	53	28	3	348	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										1						125	70	30	0	0	366
No	15	5	33	8	53	2	13	0	0	355	82	15	48	33	5	347	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 55  
School: Cornish Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	50	50	0	335	6	9	40	33	18	340
B. less than one hour	100	5	33	8	53	2	13	0	0	355	73	14	47	36	3	347	79	18	52	24	6	348
C. one to two hours	0										23	28	39	28	6	350	12	16	48	27	8	347
D. more than two hours	0										3	0	50	0	50	335	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	53	3	38	4	50	1	13	0	0	355	34	19	37	41	4	348	37	22	50	22	6	350
B. They match some of what I have learned.	40	2	33	4	67	0	0	0	0	358	52	17	49	27	7	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	0	0	0	0	1	100	0	0	334	10	13	38	50	0	342	12	9	44	36	11	342
D. There is no match.	0										4	0	100	0	0	350	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	3	60	1	20	1	20	0	0	356	30	21	50	29	0	349	39	25	48	20	7	350
B. good	67	2	20	7	70	1	10	0	0	354	62	12	43	37	8	345	46	14	52	27	7	347
C. fair	0										8	33	33	33	0	351	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	0	0	1	50	1	50	0	0	343	23	11	22	61	6	341	17	7	41	35	17	340
B. about the same as my regular schoolwork	73	5	45	5	45	1	9	0	0	357	58	24	48	22	7	350	59	18	53	24	5	349
C. easier than my regular schoolwork	13	0	0	2	100	0	0	0	0	352	20	0	63	38	0	344	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	13	0	0	1	50	1	50	0	0	350	24	5	68	21	5	346	32	13	47	30	10	345
B. two or three days a week	60	4	44	5	56	0	0	0	0	357	42	18	36	42	3	346	30	20	52	23	5	349
C. two or three times each month	27	1	25	2	50	1	25	0	0	351	23	22	44	28	6	349	19	20	53	21	6	350
D. never or almost never	0										11	22	33	33	11	347	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										3	0	50	0	50	330	7	5	34	40	20	338
B. two or three days a week	0										0						18	15	50	27	8	346
C. two or three times each month	7	0	0	1	100	0	0	0	0	346	23	6	44	39	11	342	28	21	53	21	4	350
D. never or almost never	93	5	36	7	50	2	14	0	0	355	75	20	45	33	2	349	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	1	100	0	0	0	0	360	10	13	50	38	0	347	16	8	42	36	13	342
B. 30–45 minutes	0										23	17	56	17	11	348	30	14	53	26	7	347
C. 45–60 minutes	20	1	33	1	33	1	33	0	0	349	41	16	41	41	3	346	32	22	51	22	5	350
D. more than 60 minutes	73	4	36	6	55	1	9	0	0	356	27	19	38	38	5	346	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										50	0	100	0	0	348						
B.	100	0	0	1	100	0	0	0	0	344	25	0	100	0	0	344						
C.	0										25	0	0	0	100	324						
D.	0										0											